**Lesson Plan Format**

**Teacher Candidate Felisha Ward Grade Level 2nd Date of lesson December 6, 2011**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

DODEA Standards:

2SS3.c: Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.

2E2a.2: Organize related ideas together to maintain a consistent focus.

2E2a.1: Create a list of ideas for writing.

Unit Goal: The goal of this unit is for students to understand how their culture and family history influences their development of identity through research and analysis of primary sources.

The key skills that I want my students to be able to demonstrate are the ability to analyze primary sources to find important information that will enable them to understand their culture and how that influences their identity. My students should also be able to take the gathered information and organize it in a logical way.

Students should also be able to create a list of different ideas that they would like to write about in regards to their family history. They will accomplish this during a brainstorming session.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

• Students have discussed basic family trees in previous lessons.

• They are also familiar with primary sources from the first lesson of the unit.

• Students have also conducted a family interview with their family to find out information about their family.

• Lastly, Students have used brainstorming sessions in previous lessons to generate ideas for writing.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to analyze information from primary sources.

Students will be able to determine important details and organize family information onto a family tree.

Students will be able to brainstorm ideas for their family narrative writing.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Informal – Teacher will assess students through discussions on analyzing primary sources.

Culminating Unit Activity – Teacher will assess students completion of family tree based on rubric that will be created based on student discussions.

Idea list – Teacher will informally assess students through mini-conferences. Teacher will use a checklist to make sure that she has conferred with all students on their ideas for their family narrative piece.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

“The Keeping Quilt”

Smart Board/Elmo

Computer Copies of Primary Sources

Chart Paper

Markers

Note cards

Family Tree Templates

Writers Workshop notebooks

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Direct Instruction:

Anticipatory set: Begin by reading story “The Keeping Quilt” and relate it to “Dear Juno”

Objectives and purpose: Students will be informed of objectives and will be aware of purpose from discussion in previous lessons.

Modeling: Teacher will model the analysis of primary sources and through brief discussion will model brainstorming for family narratives.

Monitoring understanding: Teacher will circulate the room throughout the time in which they are analyzing their own primary sources. Teacher will also conference with students during the brainstorming session.

Guided Practice: Students will practice analysis of primary sources through roles of detectives with guidance of the teacher.

Independent Practice: Students will be allotted time to work on finding important information from their individual primary sources, and will organize them onto the family tree independently.

This teaching model was chosen for the students since many of the skills needed to analyze primary sources needs to first be modeled for them. This model lends itself to learning the content because it allows the teacher to hear student ideas and understandings as well as show them the importance of primary sources and their relevance to the assignment.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Begin the lesson by Reading “The Keeping Quilt” and talk about how the Quilt in the story is passed down from generation to generation.

Tell students that the quilt can be a primary source – an artifact that tells them about their family.

Ask them what this story has in common with our first story, “Dear Juno.” That both talk about ways to learn about your family.

Bring up the copies of the primary sources that I showed them on the family tree. Explain to the students that we will be constructing their family tree and that the primary sources that we have brought in will help us fill in the information we need.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Begin by telling the students that we can use our primary sources to find out a lot of information about our family.

Have them take the role of detectives again and look closely at the first of my primary source examples – Birth Certificate.

Ask the students the information they see on the birth certificate and write these down on chart paper. Possible student responses:

(Birth date, parent’s names, place of birth)

Go to my next primary source – Marriage certificate. Ask them what information they get from it and write it down on chart paper. Possible student responses:

(Date of Marriage, place of marriage, woman’s new last name)

Lastly, go to the primary source- my family photographs. (I suspect that students will bring mostly photos) Talk about the information you can get from a photograph. Write down student ideas. Possible student responses:

(Some might show a date, what they are doing in the picture, the clothing in the picture, the hairstyles, etc.)

Have students take a note card for each of the primary sources they brought in. Have them write down the Primary source name at the top and then all the information they got from it below that.

Allow them 10 minutes to work on that activity.

Have students get out their parent interview and keep completed information cards out as well.

Pass out a “family tree” template. Have the same thing displayed on the Smartboard. Explain to students that they will fill in as much information as they can based on the information they currently have.

As a class, decide on how the family tree should be organized. Decide where their name should be placed on the tree. Discuss where family members should be placed and what information should be included. Talk to them about other important information that can be added to their family tree. For example, languages spoken, family traditions, places they have lived, and any other information that is relevant to them learning about their culture. Place these decisions on the Smartboard version of their template.

Then, have students use the “Family Tree” template to fill in information that they have decided to include (from class discussion) using the family interview and the source cards.

Allow students to work independently on filling in this information and I will confer with each student helping them complete their family tree.

Still keeping out their family investigation papers, have the students pull out their writer’s workshop notebooks. On chart paper, go over what a family narrative is.

Have students do a quick brainstorming session, and write down any ideas that they might have for their family narrative.

Allow the students some time to work on creating a list of ideas. I will go around and once again confer with students about their ideas, and help them individually if they are having any difficulties.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Have students look again at their family tree and explain to them that there might be some areas that are missing information. Have them take home their family tree for homework to fill out any information that is needed. Teacher will create a checklist based on student’s responses on the important information that needs to be included and attach to family tree paper.

Explain to the students that creating a family tree is relevant to them because they are able to see the members of their family, and they can add information to it that they find important. This all will help them understand whom they come from, where they come from, and the culture of their family.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Blaine | 1. Student is an English Language Learner  2. He attends ELL meetings and his primary language is Japanese. | • Student will be allowed to share primary sources related to his family/culture.  • Have someone to come in to assist him if his sources are written in another language.  • Allow him to use both his primary language to fill in his tree as well as English.  • Assist him one on one in his organization and writing if needed.  • Allow him to include pictures (drawn) in family tree. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?